

# A Study to Assess the Parenting Styles and Academic Performance of School Children

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**Abstract:** Parenting style is the overall emotional climate of the parent-child relationship. The four parenting styles affect children in different ways. Finding the secret recipe to a 'perfect' parenting style has proved to be a challenge -too great for humankind. In order to provide suitable support measures, it is crucial to investigate common impacts of various parenting typologies on children's engagement and, ultimately, their academic performance in school. **Methodology:** A descriptive- cross sectional study was undertaken to assess the parenting styles among parents of school children in selected village, Nellore, Andhra Pradesh. The sample size was 60 mothers and school going children and the simple random technique was used for selection of subjects standard Parenting style questionnaire Based on Robinson was to assess the parenting style and academic performance was reviewed by records and categorized. **Results:** The study shows that majority of mothers were (36.6%) between 26-33 years of age and 19(31.7%) had primary education, and majority 26(43.3%) were housewives. Regarding parenting styles - 49(81.7%) mothers followed Authoritative style, 10(16.6%) followed Authoritarian style and 1(1.7%) followed Neglectful parenting style. Children of Authoritative parents have academic outcome than children in Authoritarian and Neglectful parents. Mother's Age, Family income, Occupation and number of children had significant association with the parenting styles. **Conclusion:** Authoritative parenting have a positive impact on the Academic outcome of the children.

**Keywords:** Parenting, parenting style, academic performance, school children, parent-child relationship

## 1. Introduction

Parenting style is the overall emotional climate of the parent-child relationship. Parenting style is distinguished from parenting practices, in that parenting practices are directed towards particular goals--encouraging academic achievement, for example--while parenting style refers to the overall emotional climate in which particular parent: child interactions occur.

Parenting styles affect children in different ways. Finding the secret recipe to a 'perfect' parenting style has proved to be a challenge -too great for humankind. "undoubtedly, all parents want their children to succeed at school, but not all parents are successful in facilitating this success. **Darling & Steinberg** define parenting style as "a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviors are expressed".

According to the developmental psychologist, **Diana Baumrind (Verenikina, Vialle & Lysaght, 2011)**, parenting is classified into four parenting styles – authoritative, authoritarian, permissive and uninvolved – all of which contribute differently to a child's schooling experience.

- **Authoritative parents** have rules that children are expected to follow, however, they allow some exceptions to the rule. They often tell children the reasons for the rules and they are more willing to consider a child's feelings when setting limits.
- **Authoritarian parenting** is where parents establish the rules and expect that children will follow them without exception. Children have little to no involvement in problem-solving challenges or obstacles. Instead, parents

expect that children will follow all of the rules all the time.

- **Permissive parenting style** is typically characterized by a warm, loving relationship between parent and child, but is flawed by low expectations of behavior. This type of parent simply wants the child to like them.
- The **neglectful style** is best described as a step beyond permissive parenting. In this parents may provide food and shelter, but is generally emotionally uninvolved in the child's life. The parents never ask questions to their child about their day, friend and education.

In order to provide suitable support measures, it is crucial to investigate common impact of various parenting typologies on children's engagement. Parent's involvement in a child's education is consistently found to be positively associated with a child academic performance. However, there has been little investigation of the mechanisms that explain in this association. Specifically, children whose parents are more involved in their education, have higher level of academic performance than whose parents are involved to lesser degree.

## 2. Statement of the Problem

A Study to Assess the Parenting Styles and Academic Performance of School Children in Selected Villages at Nellore District.

### Objectives

1. To assess the parenting styles among parents of school children.
2. To assess the academic performance of school children.
3. To associate the parenting styles with socio-demographic variable of parents.

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4. To associate the academic performance of children with the socio-demographic variables.
5. To find association between the parenting style and the academic performance of children.

**Assumptions**

1. Parents follow some parenting styles in rearing their children.
2. Parenting styles influence the academic performance of school children

**Hypothesis**

H<sub>1</sub>:- There is no significant association between the parenting styles and academic performance of school children.

**3. Materials and Methods**

A descriptive cross sectional study was conducted in Venkatchalam at Nellore District. A sample size of 60 mothers of school going children (6-12 yrs) were selected by simple random technique by means of lottery method. Standard questionnaire was used to assess the parenting styles and academic performance was assessed by reviewing progress card of the students and classified based on the over all percentage obtained by the students.

**Plan for Data Analysis**

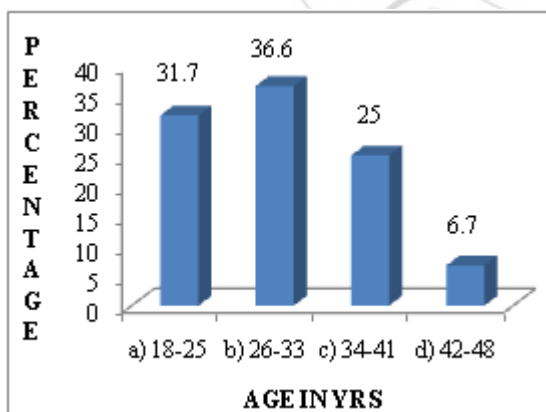
Data analysis was done using descriptive statistics and inferential statistics.

**Descriptive statistics**

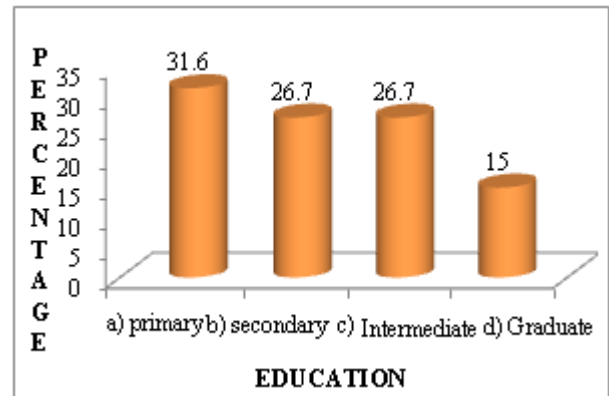
- Frequency and percentage distribution ,
- Mean & standard deviation

**Inferential statistics**

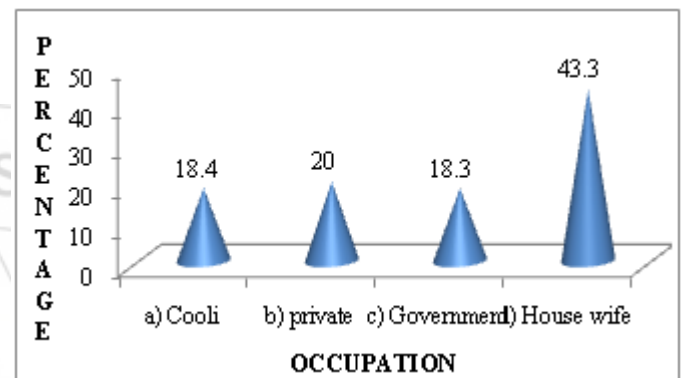
- chi-square test.



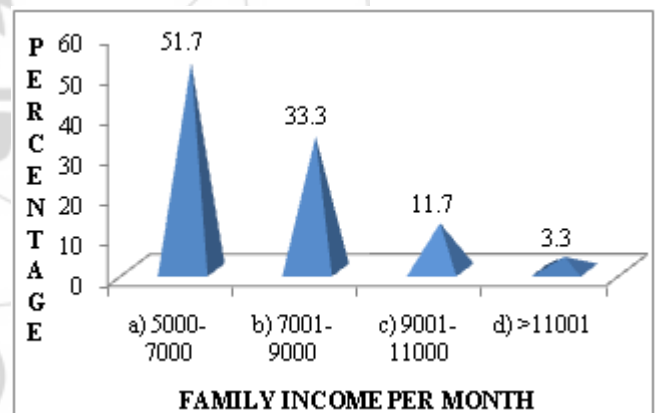
**Figure 1:** Percentage distribution based on age of the mothers



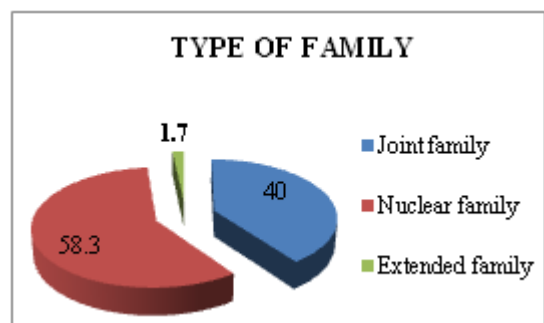
**Figure 2:** Percentage distribution based on Education of the mothers



**Figure 3:** Percentage distribution based on occupation of the mothers.



**Figure 4:** Percentage distribution based on family income



**Figure 5:** Percentage distribution based on type of family

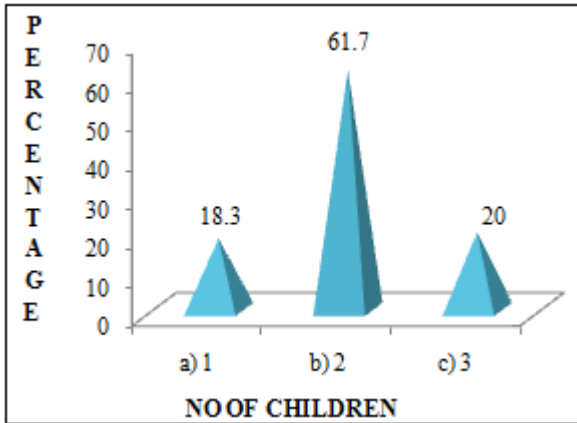


Figure 6: Percentage distribution based on no of children

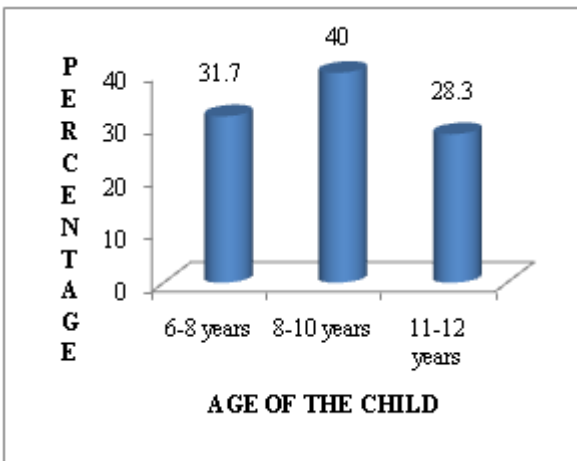


Figure 7: Percentage distribution based on AGE of the children

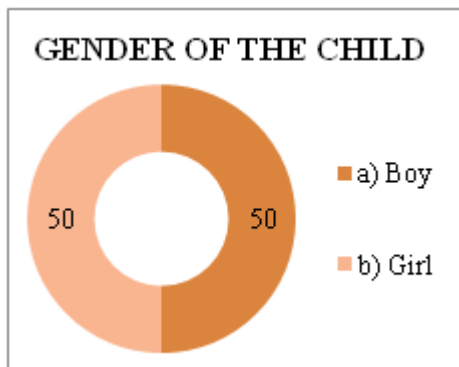


Figure 8: Percentage distribution based on the gender of the children

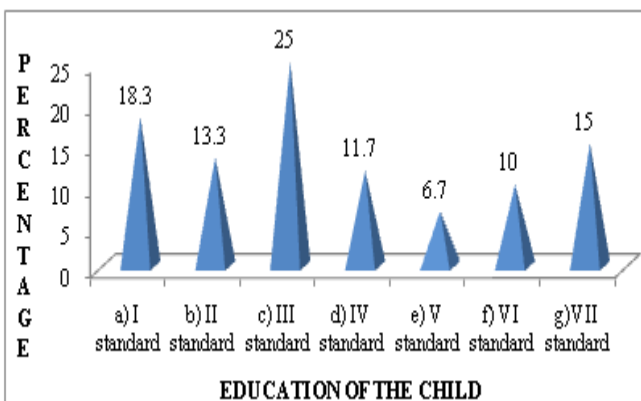


Figure 9: Percentage distribution based on the EDUCATION of the children

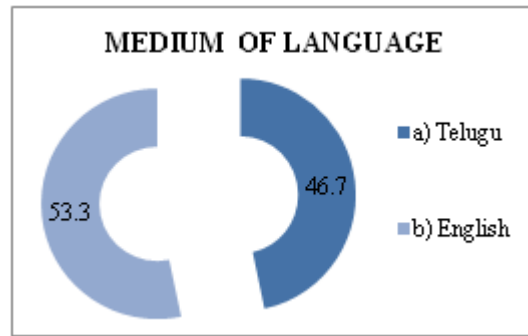


Figure 10: Percentage distribution based on the medium of language in school

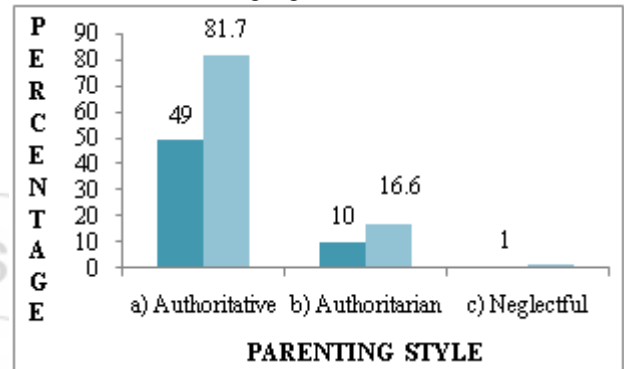


Figure 11: Frequency and percentage distribution based on parenting style

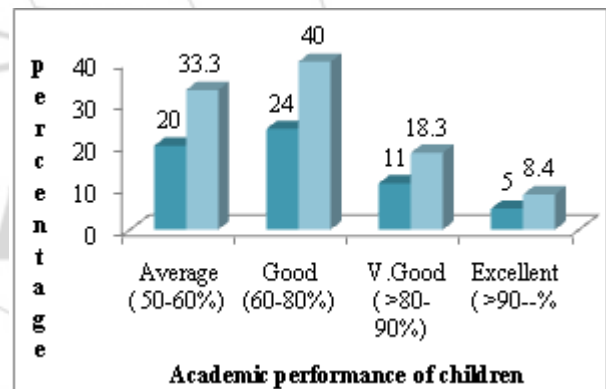


Figure 12: Frequency and percentage distribution based on Academic performance of children

Table 1: Academic performance of children based on parenting styles

S. No.	Academic performance	Parenting styles					
		Authoritative		Authoritarian		Neglectful	
		f	%	f	%	f	%
1	Average	16	26.6	3	5	1	1.7
2	Good	19	31.6	5	8.3	-	-
3	Very good	10	16.7	1	1.7	-	-
4	Excellent	4	6.7	1	1.7	-	-
	Total	49	81.6	10	16.7	1	1.7

#### 4. Discussion

##### Parenting styles among parents of school children.

The findings of the study revealed that among 60 mothers 49(81.7%) mothers followed Authoritative parenting style. 10(16.6%) followed Authoritarian parenting style. And 1(1.7%) mother followed Neglectful parenting style.

### Findings related to the academic performance of school children.

The findings of the study revealed that among 60 school children, 4(6.7%) students are below average in their Academic performance, 4(15%) are Average, 7(11.7%) students got II class, 8(13.3%) students got I class, 15(25%) students are good, 11(18.3%) students are very good and 5(8.3%) students are excellent in their academic performance.

Children of Authoritative parents had good academic achievement. This findings of the study are consistent with the study conducted by **RACHELPASTERNAK (2012)** to understand the relationship between parenting and children's school success. The sample size of 382 students were selected from high school. The results revealed that Authoritative style has the greatest effect on academic achievement, whereas the punitive style has the smallest effect. Punishment has a negative effect on academic achievement.

### Association between the parenting style and the academic performance with socio-demographic variables of the mothers and children.

With regard to association between the parenting style and the demographic variables there is a significant association with Age of the mother and Family income.

With regard to association between the academic performance and the demographic variables of children Age and Type of school have significant association.

### 5. Recommendations for Further Study

1. The similar study can be conducted with large sample size in different settings.
2. The study can be conducted to determine the correlation between the parenting styles and the academic performance of adolescents in selected schools.
3. A comparative study can be done to assess the parenting styles and academic performance among mothers of school children in the rural and urban community area.

### 6. Conclusion

The study concludes that Majority of the mothers followed Authoritative parenting style and Authoritative parenting have a positive impact on the Academic performance of their children. Authoritative style has the greatest effect on academic achievement, whereas the punitive style has the smallest effect. Neglectful parenting has a negative effect on academic achievement.

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